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ABSTRACT

This summary paper was distributed to participants in a lecture/demonstration session on the Entry Year Assistance Program in Tulsa, Oklahoma. Central to the program is the Entry Year Assistance Committee, consisting of a teacher consultant, a school administrator, and an educator from an institution of higher education which focuses on the first year teacher in the classroom and provides support and advice. The presentation demonstrated: (1) how a variety of competencies to teach in an array of educational environments are acquired; (2) how professional growth develops in first year teachers; (3) how classroom management competency requirements are implemented; and (4) how the ability to promote learning is achieved in the classroom. This document provides a flow chart on the roles and responsibilities of participants in the program, a guide to the year-long activities of the program participants, sample observation forms, and an evaluation form. (JD)

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# EFFECTS OF AN ENTRY-YEAR PROGRAM ON A PUBLIC SCHOOL SYSTEM — IMPLICATIONS FOR TEACHER INDUCTION FOR THE 21ST CENTURY

A PROPOSAL FOR A THEMATIC SESSION

FOR THE

ASSOCIATION OF TEACHER EDUCATORS

ATE MID-AMERICA REGIONAL CONFERENCE

OCTOBER 4-6, 1989

BY THE

OKLAHOMA COOPERATIVE FOR CLINICAL EXPERIENCES IN TEACHER EDUCATION

TULSA PUBLIC SCHOOLS

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ADDITIONAL PRESENTORS:

1. Ms. Lorretta Collier
   Box 470208
   Tulsa, OK 74147

2. Dr. Lonnie Fuson
   Northeastern Oklahoma State University
   Tahlequah, OK 74464

3. Dr. Shirley Robards
   University of Tulsa
   Tulsa, OK 74104

4. Dr. Emily Harris
   Langston Urban Center
   Tulsa, OK

5. Mr. Don Stacy
   Oral Roberts University
   Tulsa, OK 74171

6. Ms. Glenda Tallman
   Tulsa Public Schools

7. Ms. LaVerne Lawson
   Tulsa Public Schools

8. Mr. Gordon McDaniel
   Tulsa Public Schools

SUBJECT DESCRIPTORS:

Induction Year Program, Instruction Improvement, Teacher Evaluation

SUMMARY FOR CONFERENCE PROGRAM:

This presentation will focus on the Oklahoma Entry Year Assistance Program and its effects on the Tulsa Public Schools. Data will show how classroom instruction is being improved.

## EFFECTS OF AN ENTRY-YEAR PROGRAM ON A PUBLIC SCHOOL SYSTEM — IMPLICATIONS FOR TEACHER INDUCTION FOR THE 21ST CENTURY

### DESCRIPTION OF PRESENTATION

PURPOSE:

The purpose of the presentation will focus on the efforts of the Oklahoma Cooperative of Clinical Experiences in Teacher Education as it works with first year teachers in the Tulsa Public Schools. This program in Oklahoma is called the Entry Year Assistance Program. This particular unique program is on the forefront of Teacher Education reform and has helped establish the knowledge base for teaching, as well as improving the evaluation and performance of teachers. As ATE is concerned with teacher evaluation, this presentation will help clarify some experiences in these areas and provide some data on how one public school system is affected by a statewide induction year program, as well as how this district is affected by employing entry year teachers.

The objectives of the presentation will be to show (1) how a variety of competencies to teach in a array of educational environments are met; (2) how professional growth develops within the first year teacher; (3) how classroom management competencies are implemented; and (4) how the ability to promote learning is achieved in the classroom.

ABSTRACT OF THE PRESENTATION:

The Entry Year Assistance Program in Oklahoma is a process whereby three committee members representing three different roles in the educational system come together to focus on the first year teacher in the classroom and share their experience. This is a unique support system which demonstrates the educators commitment to high

quality teaching. The Entry Year Assistance Committee consists of a teacher consultant, a school administrator, and an educator from an institution of higher education. This committee is responsible for providing guidance and assistance to the licensed first year teacher, and specifically to assist the teacher in all areas of classroom management. At intervals during the year the Entry Year Committee meets three times with the entry year teacher for guidance and assistance. Each committee member must also make independent observations and evaluations of the teacher at least three times during the year. One of the required functions of the Entry Year Assistance Program is for the teacher consultant of the committee to spend at least 72 hours per year in consultation and observation of the entry year teacher. For this added responsibility the teacher consultant receives a $500 stipend.

At the end of the school year the Entry Year Assistance Committee must concur to recommend that the licensed teacher be certified, or if not, require an additional year in the Entry Year Assistance Program. Those individuals required to serve a second year in the program must be recommended either for certification or noncertification at the end of the second year. When the first year teacher is recommended for certification, the Entry Year Assistance Committee also makes recommendations for a staff development plan based on their classroom observations. Data has been gathered that shows how the statewide mandated program has an effect on the Tulsa Public Schools and how it affects the improvement of instruction. As this program has been received with great success across the state, the Tulsa Public Schools in particular have benefited and capitalized on this worthwhile project.

STATEMENT OF PARTICIPANT INVOLVEMENT:

The format of this presentation will be lecture/demonstration. A summary paper will be distributed to the participant.

# OKLAHOMA STATE DEPARTMENT OF EDUCATION

## INSTRUCTION DIVISION
## ENTRY-YEAR ASSISTANCE PROGRAM

## FLOW CHART

### Responsibilities of School District

**The Chief Administrative Officer is responsible to**
- --request packets from State Department of Education (SDE) for Entry-Year Teachers (EYT);
- --inform recommending Higher Education Institution about employment of EYT;
- --establish Entry-Year Assistance Committee Meeting I;
- --deliver packet for each EYT to administrative member of Entry-Year Assistance Committee (EYAC).

**Teacher Consultant Assignment**
Within at least ten (10) teaching days after the beginning teacher enters the classroom, the Teacher Consultant shall be selected. Teacher Consultant begins immediately to provide guidance and assistance to EYT.

### ENTRY-YEAR ASSISTANCE COMMITTEE

**COMMITTEE MEETING I***

The meeting should be held within 20 teaching days.
EYAC elects a chairperson.
EYAC reviews packet and follows regulations and procedures.
The chairperson completes
- --Form 002 and mails to SDE;
- --Form 002a and delivers to Chief Administrative Officer.

**OBSERVATION I**
Each committee member makes independent visitation.

**OBSERVATION II**
Each committee member makes independent visitation.

**OBSERVATION INSTRUMENT**
Each committee member shall complete one observation instrument for Committee Meeting II.

**COMMITTEE MEETING II***

EYAC reviews progress and formulates recommendations concerning teaching performance of EYT.
EYT receives a copy of each committee member's observation instrument.

**OBSERVATION III**
Each committee member makes independent visitation.

**OBSERVATION INSTRUMENT**
The second observation instrument shall be completed for Committee Meeting III.

**COMMITTEE MEETING III***

EYAC meets after April 10.**
- --reviews progress concerning teaching performance of EYT;
- --makes a recommendation concerning certification.

Chairperson obtains proper signatures and completes Form 003.
All copies of observation instruments are given to EYT.
Chairperson gives proper application for license/certificate to EYT.
Chairperson delivers Form 003 to the Chief Administrative Officer.

**Chief Administrative Officer**
- --signs Form 003;
- --has Form 003 notarized;
- --distributes Form 003 to:
  - SDE (by certified mail),
  - EYT and
  - Higher Education Coordinator.

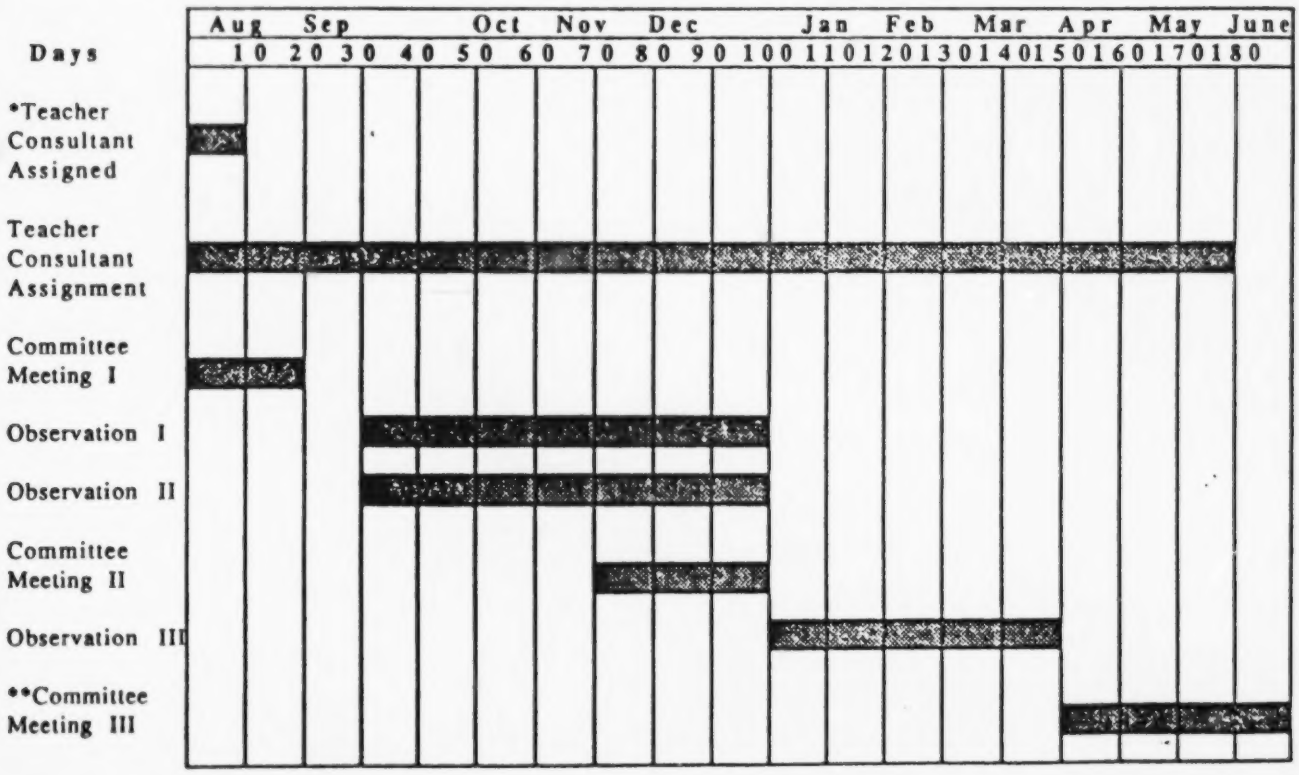
* All committee members, as well as EYT, must be present to constitute an official meeting.

** For any variation from April 10 date, refer to Regulation VIII C.

**Questions should be directed to:** **Entry-Year Assistance Program**
**State Department of Education**
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105-4599
(405) 521-3607

| ACTIVITY | MONTH | PURPOSE |
|---|---|---|
| Committee Meeting I | August, September, or within 20 working days after the entry-year teacher is assigned (actual teaching days). | Introduction, elect chairperson, establish a communication system, establish schedule, review the evaluation form, and discuss "meaningful parental input." |
| Observation I<br><br>Observation II | October, November, December, or between the 30th and 100th day of employment. | Independent visitation.<br><br>Complete first observation instrument. |
| Committee Meeting II | December of between the 70th and 100th day of employment. | Review progress and formulate recommendations concerning the teaching performance of the entry-year teacher. |
| Observation III | January, February, March, or between the 100th and 150th day of employment. | Independent visitation.<br><br>Complete second observation instrument. |
| Committee Meeting III | *Between April 10 and the last day of the school year or between the 150th and 180th day if the entry-year teacher assignment is continued into the second year. | Make the recommendation concerning certification. |

*This is a regulation.




* Teacher Consultant Regulation 4
** Entry-Year Assistance Program Regulation VIII C

I. Human Relations

A. Reacts with sensitivity to the needs and feelings of others.
B. Helps students build self-awareness and a positive self-concept.
C. Provides positive reinforcement to students.
D. Interacts and communicates effectively with parents and staff.
E. Treats students firmly and fairly while maintaining respect for their worth as individuals.
F. Develops and maintains rapport with students.
G. Helps students to understand and accept their similarities and differences.
H. Shows awareness of the growth and development patterns characteristic of the group taught.
I. Exhibits a sense of humor.
J. Attempts to include all class members in classroom activities.
K. Accepts and/or uses ideas of students.

Strengths:

Concerns:

Recommendations:

II. Teaching and Assessment

A. Organizes time, resources, and materials for effective instruction.
B. Makes a clear and adequate explanation of material presented and procedures followed, and teacher expectations for student involvement.
C. Implements a variety of instructional strategies to motivate students.
D. Encourages class participation through interaction with students and feedback.
E. Recognizes and uses opportunities for impromptu teaching.
F. Utilizes valid testing techniques based on the identified objectives.
G. Exhibits enthusiasm for the subject matter.
H. Demonstrates initiative and responsibility in changing situations.

Strengths:

Concerns:

Recommendations:

III. Classroom Management

A. Maintains classroom discipline.
B. Handles disruptive students effectively.
C. Treats students fairly.
D. Provides an environment conducive to learning.
E. Teacher and students have accessibility to materials and supplies.
F. Physical arrangement of room is attractive and safe as circumstances permit.
G. Teacher makes an effort to include all students through participation, eye contact, and feedback.
H. Students and teacher are courteous and respectful to one another.
I. Gives clear, explicit directions to students.
J. Teacher is careful for the safety of the student.

Strengths:

Concerns:

Recommendations:

IV. Professionalism

A. Maintains a friendly, cooperative, and helpful relationship with other employees.
B. Exhibits leadership by sharing knowledge and techniques with other faculty.
C. Works effectively as a member of an educational team.
D. Demonstrates evidence of professional demeanor, scholarship, and behavior.
E. Effectively expresses self in written and verbal communication using correct grammar and appropriate vocabulary.
F. Demonstrates appropriate behavior and composure in a variety of situations.
G. Uses current educational theories and practices.

Strengths:

Concerns:

Recommendations:

OCCETE

ASSESSMENT OF ENTRY-YEAR TEACHING EXPERIENCE

Total Responses: 47

I. Identification Data:

A. University

1. Northeastern State University . . . . . 21.3%
2. Oklahoma State University . . . . . 8.5%
3. Oral Roberts University . . . . . 8.5%
4. University of Tulsa . . . . . 8.5%
5. Langston University . . . . . 19.2%
6. Other . . . . . 34.0%

B. Current Teaching Assignment Level:

1. Early Childhood . . . . . 10.6%
2. Elementary . . . . . 66.0%
3. Middle School . . . . . 9.0%
4. High School . . . . . 14.9%

C. Major Subject or Teaching Field:

1. English Language Arts . . . . . 2.1%
2. Math . . . . . 8.5%
3. Social Studies . . . . . 4.3%
4. Science . . . . . 4.3%
5. Physical Education . . . . . 0.0%
6. Fine Arts (Art, Music, Drama) . . . . . 2.1%
7. Special Education . . . . . 19.2%
8. Elementary . . . . . 40.4%
9. Early Childhood Education . . . . . 8.5%
10. Other . . . . . 10.6%

RATING SCALE: 5 - Very Effective 4 - Effective 3 - Undecided
2 - Ineffective 1 - Very Ineffective

1. To what extent do you feel the Entry-Year Committee was effective in in assisting you with:

   a) Improving human relations skills

   5 (26.8%) 4 (51.2%) 3 ( 9.8%) 2 (9.8%) 1 (2.4%)

   b) Improving or acquiring skills related to teaching and assessment

   5 (39.0%) 4 (53.7%) 3 (00.0%) 2 (4.9%) 1 (2.4%)

   c) Acquiring or improving skills related to classroom management

   5 (41.0%) 4 (38.5%) 3 (12.8%) 2 (7.7%) 1 (0.0%)

   d) Your professional growth as a teacher

   5 (41.0%) 4 (38.5%) 3 (10.3%) 2 (5.1%) 1 (5.1%)

2. To what extent do you feel the Higher Education Representative was effective in assisting you with:

   a) Improving human relations skills

   5 (22.0%) 4 (41.5%) 3 (22.0%) 2 (4.9%) 1 (9.8%)

   b) Improving or acquiring skills related to teaching and assessment

   5 (20.5%) 4 (51.3%) 3 (18.0%) 2 (2.6%) 1 (7.7%)

   c) Acquiring or improving skills related to classroom management

   5 (25.6%) 4 (56.4%) 3 ( 7.7%) 2 (2.6%) 1 (7.7%)

   d) Your professional growth as a teacher

   5 (33.3%) 4 (43.6%) 3 ( 7.7%) 2 (7.7%) 1 (7.7%)

3. To what extent do you feel the consulting teacher was effective in assisting you with:

   a) Improving human relations skills

   5 (53.2%) 4 (29.8%) 3 ( 6.4%) 2 (6.4%) 1 (4.3%)

   b) Improving or acquiring skills related to teaching and assessment

   5 (68.9%) 4 (22.2%) 3 (00.0%) 2 (4.4%) 1 (4.4%)

   c) Acquiring or improving skills related to classroom management

   5 (65.2%) 4 (21.7%) 3 ( 2.2%) 2 (4.4%) 1 (6.5%)

   d) Your professional growth as a teacher

   5 (62.2%) 4 (27.0%) 3 ( 2.2%) 2 (4.4%) 1 (4.4%)

4. To what extent do you feel the school administrator on your entry-year committee was effective in assisting you with:

a) Improving human relations skills

5 (42.2%) 4 (35.5%) 3 (11.1%) 2 (6.7%) 1 (4.4%)

b) Improving or acquiring skills related to teaching and assessment

5 (46.6%) 4 (35.5%) 3 ( 6.7%) 2 (6.7%) 1 (4.4%)

c) Acquiring or improving skills related to classroom management

5 (49.0%) 4 (35.5%) 3 ( 4.4%) 2 (6.7%) 1 (4.4%)

d) Your professional growth as a teacher

5 (53.3%) 4 (31.1%) 3 ( 6.7%) 2 (4.4%) 1 (4.4%)

5. To what extent did the 3 conferences with Entry-Year Committee members assist you with:

a) Using a variety of teaching styles to fit the instruction context

5 (20.5%) 4 (51.3%) 3 (18.0%) 2 (5.1%) 1 (5.1%)

b) Your professional growth

5 (31.7%) 4 (48.8%) 3 (12.2%) 2 (2.4%) 1 4.9%)

c) Classroom management

5 (29.3%) 4 (46.3%) 3 ( 9.8%) 2 (7.3%) 1 (7.3%)

d) Enhancing the learning of students in the classrooms

5 (30.8%) 4 (38.5%) 3 (18.0%) 2 (7.7%) 1 (5.1%)

6. Overall my entry-year committee provided assistance and support during my first year of teaching.

5 (45.0%) 4 (37.5%) 3 ( 5.0%) 2 ( 10%) 1 (2.5%)

7. Did your entry-year committee recommend you for certification?

Yes (94%) No (6%)

7a. If no, did your committee provide you with support and assistance with:

a) Using a variety of teaching styles

5 (40%) 4 (40%) 3 (0) 2 (0) 1 (20%)

b) Your professional growth

5 (40%) 4 (40%) 3 (0) 2 (0) 1 (20%)

c) Classroom management

5 (20%) 4 (60%) 3 (0) 2 (0) 1 (20%)

d) Enhancing the learning of students in the classroom

5 (40%) 4 (0) 3 (20%) 2 (20%) 1 (20%)

8. Did your first entry-year committee meeting occur within 20 working days after you were issued a license and signed a teaching contract as a full-time employee?

Yes (82.5%) No (17.5%)

9. Looking back at the activities of the entry-year committee, in what ways could you have been helped more? (What assistance did you need that you did not get?)

Help with:
- classroom management
- grading
- lesson plans
- new placements
- organizing a split classroom
- paperwork
- procedures
- scheduling
- supplemental materials

Needed:
- immediate feed back on observations
- information on staff development
- different teaching styles
- more opportunities to observe similar classes in other schools
- ideas more realistic for todays classroom
- a written guide on what specific grades need to learn
- information on school system
- supplies
- support
- to be told ways they could improve
- someone assigned from day one

10. List the five most meaningful activities in rank order from the 72 hours you spent with your consulting teacher.

Time spent discussing:
- classroom management
- discipline
- benefits
- school policies
- how to work with parents
- consulting teachers observations
- growth as a teacher
- teaching techniques and skills
- individual students' needs
- special education concerns
- problem students

- paperwork
- scheduling
- SRA testing
- lesson plans
- record keeping
- bulletin boards
- staff relations
- calendar activity
- cumulative folders
- community relations
- student evaluations
- classroom activities
- placement procedures
- setting up classroom
- curriculum development
- staff development activities
- report cards/progress reports

10. cont'd.

- reassurance, support & encouragement received from consulting teacher
- talking to consulting teacher about problems
- help with meeting deadlines
- observing the consulting teacher

11. Additional comments or recommendations:

- consulting teacher was a big help
- be less formal; too much red tape (paperwork)
- committee very helpful & supportive
- higher education representative had no background in entry-year teacher's field
- hard to find quality time for the 72 hours with a consulting teacher
- program is a good idea
- committee members contradicted each other
- an appeal system should be built-in to this program
- should not have so many observers in the classroom (distracting to the students)
- consulting teacher needs a mini-course on how to be an effective consulting teacher
- recommend tighter observation on teacher files
- principal and consulting teacher were uncooperative and unprofessional
- five extensive observations & evaluations from two different, experienced professionals would be more effective and save time and money